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Suggestions for creative activities in the elementary grades are presented. The subjects outlined are creative art, creative drama, creative thinking, creative writing and creative math.

Under each heading activities and the materials needed were listed. An example of an activity in creative art is box sculpture; the materials needed were an assortment of small cardboard containers, paste, tempera/or construction paper for color and 3-D effects, cardboard tubes of different diameters and lengths, and empty spools if available. With these, students were encouraged to make figures of people or animals.

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CREATIVE ACTIVITIES For EVERY SCHOOL

By Rosalia Walsh

SUPERIOR AND GIFTED STUDENT PROJECT
Western Carolina College
Cullowhee, North Carolina

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CREATIVE ACTIVITIES

FOR

EVERY SCHOOL

By Rosalia Walsh

Superior and Gifted Student Project
Western Carolina College
Cullowhee, North Carolina

FOREWORD

Western Carolina College is pleased to present this brochure of suggestions for creative activities. Mrs. Rosalia Walsh of Daytona Beach, Florida was the instructor of the highly gifted fifth grade on our campus during the summer of 1962. With this group, she used many of the ideas which are presented in this pamphlet.

It should be pointed out, however, that many creative persons are not gifted. Dr. E. Paul Torrence, in his book Building Creative Talent, says this: "If we identify the most intellectual, we eliminate seventy percent of the most creative."

Therefore, we recommend these activities for every classroom.

Harold H. Bixler, Editor
Professor of Education

TO THE TEACHER

Believing that teachers need and will welcome suggestions, we present this list of creative activities in the hope that they will be useful as source material for enriching their program of teaching.

Since most of the items are ideas that might well be used in many differing situations, we propose to present them in simple form, leaving the expansion of an outline for the teacher and pupils to build as they work together on these ideas.

Copies may be obtained from
Superior and Gifted Student
Project

Western Carolina College
Cullowhee, North Carolina

Price $1.00

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Creative ART

ACTIVITY: Dress dolls to represent the costumes of certain countries or of certain periods of history.

ACTIVITY: Draw a series of pictures to represent a story or historical event. Arrange them on a roll of paper and show a movie. Tape record the narration to accompany it.

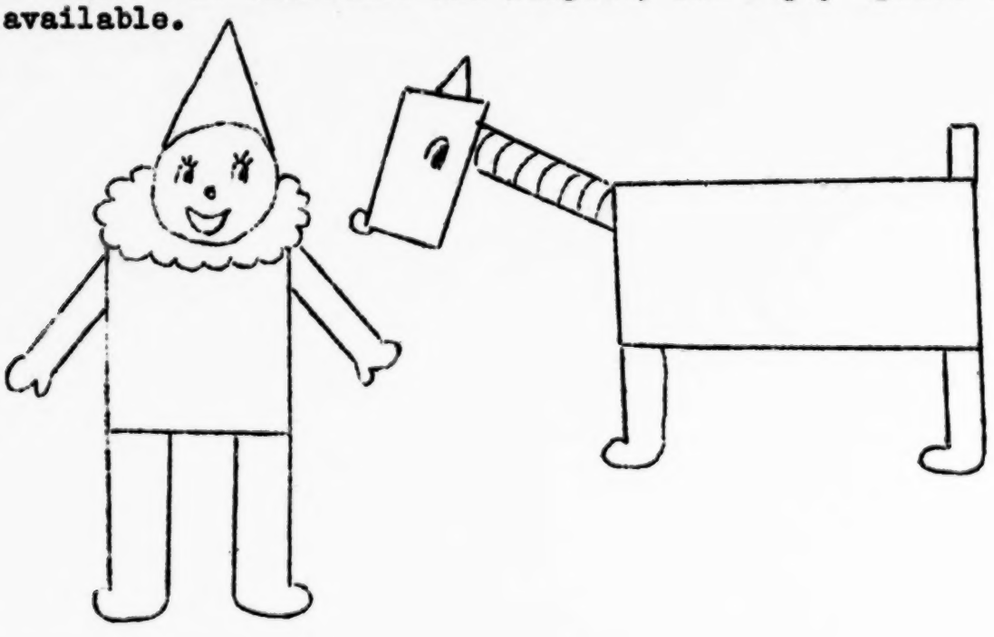
ACTIVITY: Make a comic strip.

ACTIVITY: Book Reports

1. Arrange a bulletin board to stimulate interests in books. (Book Week)
2. Illustrate books you enjoy.
3. Make original book jackets.
4. Use an original or unusual method of presenting a book report.

ACTIVITY: Box Sculpture

MATERIALS: Assortment of small cardboard containers, paste, tempera/or construction paper for color and 3-D effects, cardboard tubes of different diameters and lengths, and empty spools if available.



ACTIVITY: Build an "Outlandish Contraption". Tell about it.

MATERIALS: Collect "at random" supplies found around any classroom: left-overs, and odds and ends.

ACTIVITY: Depict political, social, or sports events in cartoon.

ACTIVITY: Silhouetting

MATERIALS: May be done with construction paper and paste or spatter painting or throwing shadows on the wall and outlining.

ACTIVITY: Architecture

1. Plan and execute murals or friezes.
2. Model various styles of architecture through a variety of media.
3. Make dioramas to illustrate concepts of various styles or periods.

ACTIVITY: Sponge Pictures - Paint designs or sketch with sponges.

ACTIVITY: Letter and decorate favorite poem or saying for hanging in own room.

ACTIVITY: Make bird pictures from feathers.

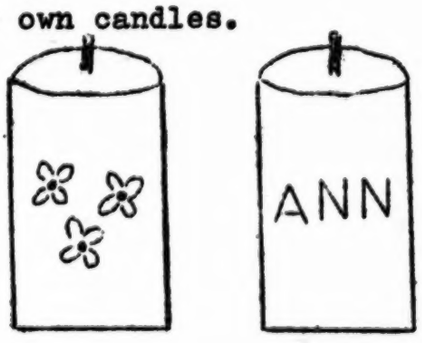
ACTIVITY: Cartooning

1. Make political cartoons.
2. Make comical cartoons
3. Title cartoons already made.

ACTIVITY: Letter and illustrate "Cook Book" for mothers. This is good for teaching fractions.

ACTIVITY: Historical Masques of people of area and costume. Check folk dances and music.

ACTIVITY: Make and decorate own candles.



ACTIVITY: Blown Designs - Place "puddles of color" on paper and blow into designs with a drinking straw.

MATERIALS: Drawing paper, tempera paint, and paper drinking straws.

ACTIVITY: Plaster of Paris Sculpture

MATERIALS: Plaster of paris, knives.

PROCESS: Cast a block of plaster of paris about 2 by 2 by 8 inches (milk carton). Plan an objective subject and carve it out of the block. Or plan a non-objective subject.

ACTIVITY: 3-D Designs in Construction Paper

MATERIALS: Construction paper, paste, scissors.

Some Ways of Developing 3-D Forms in Paper:

Folding and Bending

Frilling

Stretching

Pleating

Scoring

Twisting

ACTIVITY: Mass and Shape Designs

MATERIALS: Construction paper, scissors, paste, white cardboard.

PROCESS: Cut some rectangular shapes from paper of various tones, but generally neutral in color. Place these shapes on a piece of white cardboard. Move them about until a satisfactory arrangement of the masses and spaces has been found, and glue into place.

ACTIVITY: Color-Blending Designs

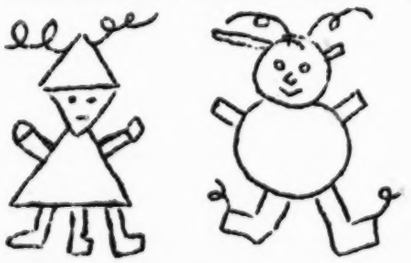
MATERIALS: Paper and paint.

PROCESS: Dampen a sheet of paper and drip tempera paint or water colors so that different hues may "run" and blend. Note the new colors so formed.

ACTIVITY: Moon People

MATERIALS: Any kind of "junk" handy, plus clay to hold it together.

PROCESS: Place scraps before children and ask them to make moon people or creatures from outer space.



ACTIVITY: Transparent Greeting Cards/Pictures

MATERIALS: Transparent paper of various colors

PROCESS: Some of the work of Bruno Munari is particularly worthy of note in this connection. Munari has designed Christmas Cards by placing transparent papers in a transparent envelope. Instead of opening the envelope, one holds it to the light to receive the warm greeting of color.

ACTIVITY: Scratch Pictures

MATERIALS: Crayons and paper

PROCESS: Cover paper with thick covering of color of one or two colors overlaid on each other. Scratch pictures into color with bobby pins, nails, fingernails, etc.

ACTIVITY: Birds Without Words

MATERIALS: Pencils and paper; book - Giovannetti's Birds Without Words, Macmillan Company, New York - $3.95; might add words later for fun.

Drawings from Giovannetti's book:

ACTIVITY: Chalk Designs

MATERIALS: Dark construction paper and colored chalk

PROCESS: On construction paper, of a dark hue, make a nonobjective pattern with about four colors of soft chalk. Try to develop interesting rhythms, to establish one center of interest, and to keep work in balance.

ACTIVITY: Mosaics

MATERIALS: Seeds, broken shells, pebbles, construction paper, corrugated paper, cellophane paper, metalized paper, tile, wood, metal foil.

BASIC EQUIPMENT: Tile cutters, wire cutters, grout, cement glue, scissors, X-acto knife, foundation plane of wood, cardboard, and paper.

ACTIVITY: String Designs

MATERIALS: Paper, string, and tempera paints

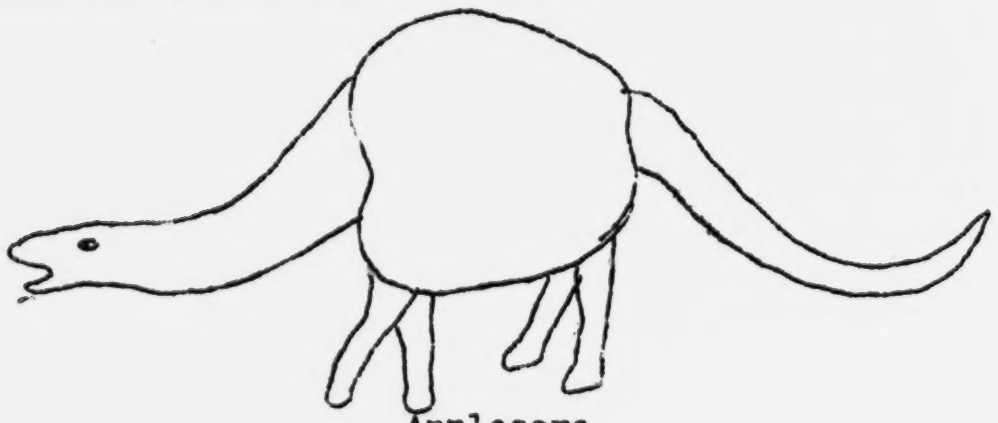
PROCESS: Dip strings in paint, place between folded paper and pull. Let dry and try another color.

ACTIVITY: "Vegetanimals"

MATERIALS: Paper, crayons, and Thought Book for motivation.

PROCESS: Make combinations of vegetables and animals and then name it.

EXAMPLE: Carroline (carrot and lion)
Applesore (apple and dinosaur)
Snakarine (snake and tangerine)



Applesore

ACTIVITY: Map Making

PROCESS: Illuminated maps - Make trails, etc. Wire underneath with bulbs that can flash on. Put electrical devices in a box, build salt or clay map on top.

Yarn maps - Make map and trace routes with yarn and make color key to accompany it.

ACTIVITY: "Grab Bag Creativeness"

MATERIALS: Paperbags, any kind of odds and ends at hand - shells, plastic cartons, crayons, finger paint, colored paper, scraps of cloth, - just anything.

PROCESS: Every child is allowed to grab one bag and is to make "something" from the materials inside. Additional materials may be put out such as scissors, paste, etc. for the group to use. If the bags are paired with identical material it is fun to see how two children will create something entirely different. One type of creative material is placed in each bag.

ACTIVITY: Wire Sculpture

PROCESS: Plan a piece of nonobjective wire sculpture in which you use some copper wire screen, as well as at least two types and sizes of wire--say, heavy copper and fine aluminum wire. Work out the main rhythms with the wire. Then add some screen areas to the composition. The screen pieces may be cut with shears or heavy scissors and finally fixed in place with clear plastic cement or by weaving the wire through the screen. Watch for variety of rhythms and screen areas. Be careful of your centers of interest.

ACTIVITY: Casting Animal Tracks

Boys and girls are curious--love to create things--are zealous collectors. Harness these three things into one nature-study hobby, and you open up to children a wonderland as fabulous as Alice's, but where mind, eye, and skills are trained and the imagination is fired.

MATERIALS: Collecting tracks makes a fascinating hobby. Add to the thrills of the hunt, the excitement of learning about animals that made the tracks. Plaster casts give boys and girls from eight to fourteen tangible, imperishable records of their hobby. A plaster cast is easy to make. All the materials they need are: a package of plaster of paris or dental plaster, a bowl, a spoon or stick, cardboard, a paper clip, a small bottle of tempera paint, and a paint brush.

PROCESS:
1. When you have found a good track, brush it clear of leaves, and twigs, both in and around the footprint.
2. Using a cardboard strip one inch wide and a paper clip to fasten it, put collar around track.
3. Adding plaster to water--not water to plaster--make a creamy mixture. Pour around, then into track.
4. After plaster has hardened--give it 30 minutes--peel collar off, wash off dirt, and paint the cast.

GUIDES: Field Book Of Nature Activities by Hillcourt; G.P. Putnam, New York, 1950 - $3.95.
The Book of Nature Hobbies by Pettit; Didier, New York, 1947 - $3.50.
Tracks and Trail Craft by Jaeger; Macmillan, 1948 - $3.95.
Animal Tracks by Mason; William Morrow & Company, New York 1943 - $2.00.
Boy Scout Field Book - $1.00.

ACTIVITY: Toothpick or Swab Designs

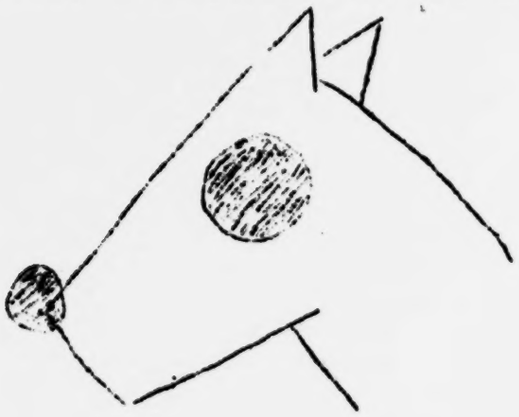
MATERIALS: Toothpicks, paper, swabs, and paste.

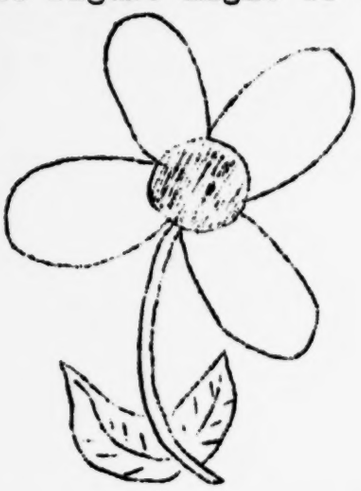
PROCESS: Take toothpicks or medical swabs and glue them together to form a nonobjective, three dimensional mass having interesting internal space relationships.
Place the sculpture produced in the path of a strong source of light. Manipulate them until the shadows and highlights on the subjects themselves, together with the shadows cast one object to another, form acceptable unity.

ACTIVITY: Spot Creativeness

MATERIALS: Black spots about the size of a dime, drawing paper, and crayons.

PROCESS: Give each child a dot and ask him to create a picture around it. For example, he may use for the eye of an animal, the center of a flower, a tadpole, a sun spot, a button, a hole in an artist's palette, end of a horn, a bowling ball, bird's home in a tree, etc. (Spots, squares, triangles, etc--any geometric figure might be used.





ACTIVITY: Pressed Flower Designs or Pictures

PROCESS: Making pressed flower designs is like painting, except it is easier and nature provides the colors. Press the blossoms, buds, leaves, and sprigs of your choice in a heavily weighted book, then sort by color and create designs against an art-paper background. You can arrange a row of these mementos, unframed, at the back of a shelf, use them as a cabinet lining; or in strips, as a border around the walls of a room. Glass-covered and framed, they make charming wall decorations; in small, round frames, felt backed, they could be coasters.

1. Plan to spend several months collecting and pressing different pieces from a variety of plants. Break off the petals of some of the flowers, and press as separate units. Remove stems if necessary to make flower lie flat. If a flower or bud is too thick, slice in half lengthwise. A cup-shaped flower will spread best if it is placed face down on a page and the book is shut quickly.
2. Press pieces, heavily weighted, for at least six weeks. Then, divide collection according to color. Experiment with your color scheme and placement, using pieces as you would jars of paint and placing them on background paper. A paring knife is useful for lifting and moving pieces. When the arrangement has been decided on, carefully cement pieces in place. Both rubber cement and airplane glue are satisfactory.

ACTIVITY: Drawing People

MATERIALS: Crayons, paper, India ink and brush

PROCESS: Have a friend pose for you. On at least 12 by 18 inch manila or newsprint paper, make an outline drawing in conte crayon or heavy pencil. Draw quickly, not bothering much with anatomy or proportion and taking no longer than three to five minutes for each sketch. Do not erase mistakes; simply draw new lines. Make many drawings of this type based upon standing, seated, and reclining poses.

Now begin to draw more carefully, thinking of places where bones come close to the surface and where flesh is thicker. Heavy pressure with the drawing medium will indicate the bony areas while the reverse will indicate fleshy parts. Think also of the torso, head, and pelvic regions as moving somewhat independently of each other. Begin to check proportions of body.

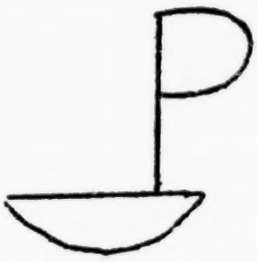
Study the following:
Bradbury, Anatomy and Construction of the Human Figure
Kimon Nicolaides, The Natural Way To Draw
Boston: Houghton Mifflin, 1941

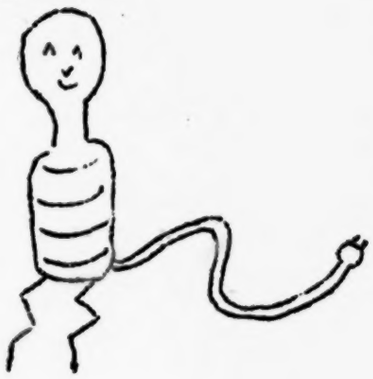
Later make drawings with India ink and a sable brush. Work quickly and fearlessly always.

ACTIVITY: "Arithmethings" - Objects made from numbers
"Alphathings" - Objects made from letters
"Snagfings" - Unusual combinations of all kinds of things.
Example: Light bulb head, socket body, extension cord tail, lightning bolt legs; or completely disconnected things for body, legs, etc.

MATERIALS: Crayons and paper - Stories may be written to describe unusual activities of "Snagfings"

Thought Book for motivation and explanation





ACTIVITY: Window Graphics

MATERIALS: Construction paper, wild grasses or flowers, wax paper, iron

PROCESS: Have children make design or picture on top of wax paper cut to fit window pane. Place another piece of wax paper on top of it, press with warm iron until wax from the two sheets merge to hold picture in place. Frame with cardboard and construction paper. Place in window frame.

ACTIVITY: Perspective Drawing

MATERIALS: Paper, drawing pencil

PROCESS: Using heavy drawing pencil, try to make some of the following drawings in a strictly accurate, photographically correct manner. (Remember: lines below the eye level rise to this level; lines above fall to this level; all lines meet at the eye level.)

a. A sidewalk or passageway as though you were standing in the center.
b. A cup and saucer below your eye level on a table.
c. A chimney stack, silo, or gas storage tank, the top of which is above your eye level.

See Ernest R. Norling, Perspective Made Easy, New York: Macmillan, 1940.

Sketch a house or collection of houses or other subjects with crayon or heavy pencil, being guided by linear perspective. Rearrange in another drawing the drawn areas so formed, to improve the pattern of masses and spaces. Choose an area for a bright color and others for dull tones. (You are now practically a cubist!)

ACTIVITY: Mobiles

MATERIALS: Wire covered with hose and sequins; wire covered with net; wire covered with cellophane; wire covered with cloth; baking cups with cellophane for jelly fish; pie tins; screen and sparkles/yarn; construction paper; pine cones with paper wings; styrafoam (very thin); skeletonized leaves; butterflies; pressed leaves; thin wood (cigar box); large seeds; and embroidery hoops.

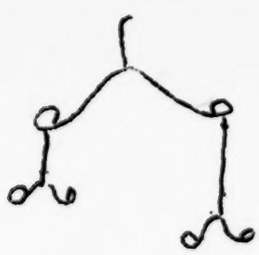
BASIC EQUIPMENT: Coat hangers or heavy wire or small slender wooden dowels; wire cutters; pliers; thread and needle; glue; wire (Bell Telephone wire, copper, aluminum, 22 gauge brass wire.)

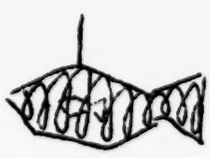
MOBILE FILM: Works of Calder - produced by Burgess Meredith. This is a poetic and stimulating film.

BOOK: Toni Hughes, How To Make Shapes In Space. New York: Dutton, 1955. This book will interest teacher, although the activities are in general too advanced for elementary school children.

FILMS: Make A Mobile, 1948. Prod. Dept. of Art, U.C.L.A. sd. col. 10 minutes. Bailey Films Inc., 6509 DeLongpre Avenue, Hollywood 25, California

Make A Space Design, sd. b & w 30 minutes. Museum of Modern Art Film Library, 11 West 53rd Street, New York 19, N. Y.





ACTIVITY: Developing Textural Effects in Painting

MATERIALS: Tempera paints; paper; and brushes

PROCESS: Using a large hog bristle brush for broad work, paint in tempera an interesting arrangement of color areas on a sheet of dark paper. Over some of these areas try to develop differing textural effects in the following ways:

a. By Using Dry Brush - Dip the brush in paint and scrub it nearly dry on a piece of scrap paper. Then "dry brush" an area where the new color will show (i.e., scrub lightly with the partially loaded brush.)
b. By Stippling - Dip the brush in paint and wipe off excess on scrap paper. Hold the brush upright so that the bristles strike the paper vertically. Stamp it lightly so that a stipple design or pattern of paint shows.
c. By Brush Drawing - Select a sable brush and load with paint. Paint a pattern over a color area with wavy or crisscrossed lines, small drawn circles, or some other marks to give a rougher looking texture than is found in surrounding areas.
d. By Using Powdered Paint - Apply powdered paint mixed with very little water heavily to your composition to obtain some actually rough areas (add sawdust or sand or liquid tempera if you have no powdered tempera.)

ACTIVITY: Line Drawings to Music

MATERIALS: Chalk (black) and paper 18" x 24"

PROCESS: Play some stimulating music and begin to draw a line, not to depict an object but rather to develop a nonobjective arrangement. Draw a line freely without attempting to produce a particular effect. Repeat the operation, but in this second case, consider the question of the variety of the line. See that it swoops and glides, ripples and pauses. Repeat again, this time thinking of the unity of the composition produced. Play music of a competely different mood and produce some further compositions in line.

ACTIVITY: Making A Film Strip

MATERIALS: Blank filmstrip, acetate inks, pen staff and fine point

Children research material for project. Illustrations based on research are made on blank film and children prepare scripts to accompany illustrations.

Illustrate interesting ways of presenting research material. Gives child both a learning and a teaching experience since each one researches a different topic.

ACTIVITY: Trying Outstanding Artist's Techniques

A. Mondrians: Linear pictures/division of space with black horizontal and vertical lines. Few areas filled in with primary colors.
B. Seuraut: Pointillism: Pictures made of points of color.
C. Cubism: Braque, Picasso - paint as if you can see all sides at once.
D. Impressionism: Tiny brush strokes of color - emphasis on light on objects - shadows not black but spectrum of color.
E. Expressionism: Emotions in color, not necessarily realistic colors. Van Gogh
F. Fantastic Primitive: Klee
G. Primitive: Childlike/untrained in techniques.

MATERIALS: Any art media, crayons, paints, cut paper

ACTIVITY: Monoprinting

MATERIALS: 1. Cardboard shapes glued to background - plate
Process: Lay paper over plate, take brayer (inked) and roll over paper.
2. Ink glass smoothly, draw directly through ink, lay paper over drawing, roll or rub back of paper with clean brayer or lay paper shapes on glass, cover with ink, remove shapes, then put paper over design and roll back with clean brayer.

EQUIPMENT: Pane of glass with taped edges; rubber brayers; colored "block printing" inks - water soluble or oil; water or turpentine for cleaning; glue; cardboard; teeth from comb, nailfiles, etc.; and paper.

ACTIVITY: Thread Pictures

MATERIALS: Cloth, needle, thread

PROCESS: On a piece of burlap or cotton, about 12 inches square, create a nonobjective design in embroidery. First using a lightweight cotton and embroidery needle with a running stitch, make an interesting line arrangement which has a variety of enclosed areas. Using wools, cottons, and yarns in different weights and colors, create texture effects in some of the areas formerly outlined. Make an objective picture in embroidery.

ACTIVITY: Kleeography

MATERIALS: Old magazines, scissors, paste, and paper

PROCESS: Cut pieces from printed pages so that the various kinds and arrangements of type appear to have different textural qualities. Paste the pieces to a piece of cardboard or paper, so that an interesting textural arrangement is developed. Draw with pen and ink a continuous line so that enclosed spaces occur. By using dots, crossed lines, small small circles, and the like, create a design having an interesting textural quality.

Creative DRAMA

ACTIVITY: Visualizing Musical Stories or Dramatizing Musical Stories

MATERIALS: Play records such as:

Saint Saens - Carnival of the Animals - Vogel Company, Philadelphia 3, Pa.
Ravel - Mother Goose Suite
Andre Kostelanetz - Nutcracker Suite - Columbia
Rimsky - Korsakov - Scheherazade - Mercury
Leopold Stokowski - Peter and the Wolf

Good background material can be found in

Music for Young Listeners Series
Silver Burdett Co., New York

1. Green Book
2. Red Book
3. Blue Book

ACTIVITY: Sounds Effects Orchestra

Children find it absorbing to develop a kind of "sound effects" orchestra made up of all sorts of homely "instruments" which suggest sounds in the forest.
Example - Two hairbrushes rubbed together--crickets
Tapping metal tube in percolator with pencil--fairy bell

Two groups of first or second graders working together can create a little play set in this live forest, or dramatize a poem or story such as Walter de la Mare's Someone, William Allingham's The Elf Singing, Rose Fyleman's Fairies, Florence Jaque's A Goblinade, or the Sleeping Beauty.

ACTIVITY: Good Stories For Creative Play

Kindergarten, First, and Second - Three Billy Goats Gruff
Goldilocks and the Three Bears
The Elf and the Dormouse
The Little Pink Rose
Ask Mr. Bear
Mrs. Mallaby's Birthday
Peter Rabbit
The Little Engine That Could
Why the Evergreen Trees Keep their Leaves in Winter

Third - The Peddler and His Caps
The Brementown Musicians
A Goblinade

ACTIVITY: Morning Talks

The topic for the Morning Talk is chosen by the child and evaluated by the group according to specific criteria.

ACTIVITY: Let Children Pantomine Poems such as:

Rachel Field's Roads

A road might lead to anywhere--
To harbor towns and quays,
Or to a witch's pointed house
Hidden by bristly trees.
It might lead past the tailor's door,
Where he sews with needle and thread,
Or by Miss Pim the Milliner's
With her hats for every head.
It might be a road to a great, dark cave
With treasure and gold piled high,
Or a road with a mountain tied to its end,
Blue-humped against the sky.
Oh, a road might lead you anywhere--
To Mexico or Maine,
But then, it might just fool you, and--
Lead you back home again!

ACTIVITY: Develop original dance routines to use in dramatizations.

ACTIVITY: Design stage sets and costumes.

ACTIVITY: Prepare and produce a devotional program for assembly or for morning devotions over the intercommunication system to all classes.

ACTIVITY: Prepare mock radio and television programs such as "You Are There".

ACTIVITY: Floating Like A Bubble

Teacher blows bubbles over children. Whoever is touched by a bubble is magic; they will be able to float without a sound like the lovely, silent bubbles. Children float to the sound of delicate music.

ACTIVITY: Act out Nursery Rhymes.

ACTIVITY: Acting Out Study Tips

Have study demonstrate right and wrong way to study in skit.

ACTIVITY: Continued Stories

Original story created by group, each child telling a part and leaving an idea "hanging" to be completed by the next child.

ACTIVITY: Imaginary Stories

Use Wolff's Let's Imagine Being Places. E. P. Dutton and Company, Inc., New York

to imitate idea.

ACTIVITY: Improvising Motions to go with Stories

Use Charlene Birch's Brave Little Indian. Holt, Rinehart and Winston - $1.50

to imitate idea.

ACTIVITY: Make models of primitive musical instruments--the drum, shakers, rhythm sticks, tambourines--write music to go with instruments to illustrate their use.

ACTIVITY: Compose lyrics and music of songs for special occasions.

ACTIVITY: Set poems to music.

ACTIVITY: Compose background music for stories and poems for assembly use.

Creative THINKING

How We Develop New Ideas--Visual and Sensory Application

ACTIVITY:

1. Draw a square
2. Make a larger square
3. Make a smaller square
4. Add something to the square
5. Add something else to the square
6. Subtract something from the square
7. Multiply the square
8. Divide the square
9. Substitute something for a part of the square
10. Combine something with the square
11. Change the texture of the square
12. Change the position of the square

These assignments illustrate the principles of developing new ideas.

1. Fact under consideration
2. Magnify
3. Minimize
4. Add to
5. Additional additions
6. Subtract
7. Increase
8. Reduce
9. Substitute
10. Combine
11. Kinesthetic
12. Positional change

ACTIVITY: Associate Words

Starting with a given word, list associate words until you have reached 25 words. Each word written must relate in some way to the word just preceding it.

Example:

type
letter
A
alphabet
soup
warm
summer
bathing
sea

waves
whitecaps
stormy
clouds
curly
hair
blonde
dye
red

apple
worm
green
eyes
camera
snap
cookies
package

Do these words:

A. Fountain

B. Sombrero

C. Radiation

ACTIVITY: Make a list of people you think belong in a "Who's Who" of your own.

ACTIVITY: Science Kits

MATERIALS: Each group is provided a box of Science toys and toy parts (Science Toy Collection No. 2, the Library of Science, 59 Fourth Avenue, New York 3, New York. Included in the collection is a sparkler, a finger trap, a pin stick, the four ball puzzle, topsy turvy top, a broken jumping top, a blow ball, parts of a flying saucer, nutty putty, magnifying glass, compass, whistle, and magnet.)

PROCESS: Each group is given 25 minutes in which to explore and experiment, to discover what can be done with the toys and toy parts and why they function as they do. It is then given five minutes in which to plan a demonstration. Following this, the group demonstrates and explains the principles which may be taught with the toys and toy parts. The time limit for the demonstration is 25 minutes. Finally, each subject is asked to rank each member of the group according to the value of his contribution to the group success.

SUGGESTED RESEARCH: The teacher might tabulate the number of ideas initiated by each subject during the exploratory phase and record all of the ideas demonstrated and explained during the demonstration period. Teachers also might describe how the group organized itself and got under way with the task, what kind of roles developed for the most creative, how the group went about planning the demonstration, what role the creative individual played in the planning, what role the creative person was assigned in the demonstration, and other behavior of the group, particularly actions directed toward the creative one.

ACTIVITY: Read with Correct Purpose in Mind:

1. To get main idea
2. To sequence ideas
3. To find details or important facts
4. To draw conclusions
5. To see relationships
6. To make inferences
7. To enlarge vocabulary

ACTIVITY: "Draw and Talk" a topic drawn from a hat.

ACTIVITY: Discuss the importance of international cooperation. Brainstorm ways of getting it.

ACTIVITY: Brainstorm or debate the possibilities of life on other planets.

ACTIVITY: Bean Bag Toss

MATERIALS: Large sheet of wrapping paper, crayon, bean bag.

PROCESS: Draw squares on large sheet of wrapping paper and write a different letter of the alphabet in each square. When the child tosses the bean bag onto the squares, he names a word that begins with the same sound as the word in the square in which the bean bag fell.

ACTIVITY: Be a "Radio-Television Guide" and give reports on interesting programs that will appear on certain channels or radio stations at certain times during the week.

ACTIVITY: Keep a bulletin board notice of current artistic and dramatic activities in the community. Attend some of the activities and review them in class.

ACTIVITY: Apply Your Imagination

1. Suggest new ways and more opportunities to win the friendship of the rest of the world.
2. What solutions to downtown parking would you suggest?
3. What ideas can you think up to encourage motorists to drive safely?
4. If you had a son who was communistically inclined, what would you do to straighten him out?
5. What means would you suggest to get more citizens to go to the polls?
6. Name all possible uses for a common brick.
7. If the student in front of you fell off his chair in a faint, what would you do?
8. Make a note of every opportunity you have had to use your creative imagination since awakening this morning.
9. Write down at least three cases in which ingenuity on your part or on the part of one of your family or a friend either improved or actually saved a situation.
10. List every possible use that might be made of a brush, of the size and kind usually used for painting a house.
11. List five ideas which might be used to lessen intolerance toward negroes in this country.
12. If you were to teach a course in algebra, what would you do to make it more interesting and more important to your students?
13. Write down the title of the last moving picture you saw. Now suggest five other titles you think might well have been chosen.
14. E. M. Statler won fame for his innovations in hotel service. What additional ideas can you think up along this line?
15. In what ways could the physical characteristics of the usual textbook be improved?

16. Think of at least five ways, not now being used, to strengthen school spirit at the school you attend or attended.
17. Name five inventions which the world could use to advantage which have not yet been invented.
18. What improvements in a bus would you suggest for the comfort and convenience of passengers?
19. Write five imaginary headlines that you would most like to see in tomorrow morning's newspaper.
20. "Your mind is like a parachute; it's no use unless it's open." To a similar result, complete the following:
    "Life is like a Bible;----"
    "Love is like a flying saucer; ---"
    "Love is like grandma's spectacles; ---"
21. Of all the trips you have taken, which one did the most to stimulate your imagination? Analyze the reasons why it did and why other trips did not.
22. Put a blob of ink on a piece of paper and blot it quickly. Make a list of the objects the resultant smear resembles.
23. Cut out six cartoons from a magazine, omitting the original captions. Suggest an alternate legend for each.
24. In less than 100 words, write an outline of an original story for children.
25. List all the words, phrases and figures of speech (including slang) that you can think of which might be used instead of the word "absurd."
26. It is a rainy cold day. Think of ten ways a child of eight could amuse himself indoors by using imagination.
27. Think up titles for six new songs.

GUIDE: Osborn, Applied Imagination: Scribner's, 597 Fifth Av., N.Y.

ACTIVITY: Construct apparatus to illustrate some principle studied or discussed.

ACTIVITY: Make crossword puzzles using as many words as possible from spelling list, Spanish list, etc.

ACTIVITY: Doublets.

PROCESS: The purpose of this assignment is to change the first word to the second word by a series of intermediate words, each differing by only one letter from the word preceding. No personal names may be used and the words must be spelled correctly and be in common usage.

Example: Pig to Sty
pig, wig, wag, way, say, sty.

Grass to Green	Blue to Pink
Are to Man	Winter to Summer
One to Two	Rouge to Cheek

ACTIVITY: Uses of Things

PROCESS: Ask the children to list as many uses as they can for objects that are customarily used for a single purpose, as "paperclip" and "garden hose."

ACTIVITY: Car Brainstorming

PROCESS: Collect for study "families" of similar objects such as automobiles, chairs, yachts, and kitchen equipment. Compare one brand with another from the point of view of function. How does a Jaguar car, for example, compare with a Buick or a Jeep in this respect? What concessions have the manufacturers made to "style" at the expense of function? Why have they done so? To what extent are they justified in so doing?

ACTIVITY: Let children prepare program for a teaching machine.

GUIDES: Louis Slobodkin, Mr. Mushroom, Macmillan Co., 1950 or a teaching machine film strip.

Creative WRITING

ACTIVITY: Changing Mood of a Sentence--
Happiness, Humor, Sadness

Examples:

1. Mary arrived at school.
2. Bob fell over the rock.
3. It was a rainy night.
4. The letter arrived at tea time.
5. The hand dangled in a frightening way.
6. The horse leaned against the fence.
7. The car stopped suddenly.
8. The mob was angry.
9. Morn came in tones of pink.
10. The heron felt trapped.

ACTIVITY: Imaginative Composition.

PROCESS: Write a conversation between yourself and

1. Fidel Castro
2. Nikita Khrushchev
3. Marilyn Monroe
4. Elvis Pressley
5. A Chilean earthquake victim
6. A race winner
7. First man into space

ACTIVITY: Make "String Stories"

MATERIALS: String and imagination

PROCESS: Long ago in Peru people made "String Stories" to remind themselves of story events by tying knots in a piece of thread. Only the originator could read his story from the string.

ACTIVITY: Select one early American and write an imaginary account of one day in his or her life.

ACTIVITY: Give a Basic Sentence:

John went out of the door in a rush.

1. What could you do to give a clearer picture of John?
2. How could you change the word "went" to be more expressive?
3. What could you do to give more meaning to the word "door"?

Here is an example of how this sentence could be made more expressive:

John, with his mouth stuffed full of cake and rushing to get back to the game, went dashing through the formal entrance of his parents' home as if the devil himself were on his heels.

What do you know about John now? He is probably a young boy. He had gone home to get something to eat. There was cake at his home. He was full of pep and energy for he ate on the run. He loved sports. He was liked by his friends and was a needed member of the gang. He lived in an expensive home, with his parents. He was in a big hurry. He was disobeying rules set at home for eating in the house. The playing field was closer to the front of his house. The door probably slammed. Some furniture was probably bumped. Some crumbs probably were on the floor. He would probably get a scolding from his mother and the maid.

ACTIVITY: Criteria for Judging Creative Writing:

1. Originality of ideas
2. Depth of understanding of emotion or situation dealt with
3. Choice of expressive words
4. Conciseness of expression
5. Development of logic present in sentences
6. Maintenance of point of view
7. Good paragraph development
8. Well planned plot
9. Originality of title and appropriateness

Choose a verb and list synonyms--point out the vivid ones. Show how a good sentence can tell a story vividly:

Example:
She woke up.
becomes
The lovely young lady chosen as Miss Seaside Fiesta awoke to the sound of waves slapping against the bulkhead and realized with a sickening thought that this special day was dark, rainy and stormy.

ACTIVITY: Activity Describing

Loud things, quiet things, wrinkled things, smooth things, flat things, slow things, etc.

Example:
Quiet as a spider making his web.
Loud as a horse galloping over a wooden bridge.
Wrinkled as a prune.
Flat as a word on a piece of paper.
Slow as seeds come up, pushing the earth.

ACTIVITY: What Will Happen Next?

MATERIALS: Pictures from magazines.

PROCESS: Show picture from magazine. Ask children, "What will happen next?" and give a time limit for story--four to ten minutes.

ACTIVITY: Record important historical, medical, and scientific facts discovered, or events which occurred during pupils' lifetime by the "My World" idea.

Example:

While I was sleeping in my crib, Jonas Salk was perfecting the polio vaccine.

Draw cross-section of a tree showing the rings, then write an autobiography of the tree. Then pick out events that happened during your life.

The year I was born the stock market failed, banks closed; so I thought: "Perhaps I should grow deep healthy roots; for some day one of the people who have been wiped out financially may need me to help build them a home."
When I was five, a "New Deal" president was elected.

ACTIVITY: Starting with the lines already drawn, add additional lines to form a picture. When you have finished your picture:

1. Give it a name.
2. Write a short story about it.

ACTIVITY: Use of Descriptive Phrases

PROCESS: Mimeograph some phrases--word pictures--for the student. Write a story using three of them. You may use more than three if you wish.

hospitable home	dark cavern
forsaken mine	russet mare
hurricane winds	creaky house
ancient derringer	straining leopard
the rabbit's foot	strange footprints
drenched pathway	mewing kitten

ACTIVITY: Tell the most exciting or most amusing experience that you have had since school started.

ACTIVITY: Yearbook made from self-portraits and auto-biographic sketches made by each child.

MATERIALS: Paper, paint or crayons, pen or pencil

ACTIVITY: Word Association

PROCESS: The children are asked to give as many definitions as possible to such stimulus words as "bolt" and "bark" and "sack." No help or explanation is to be given by the instructor after the instructions are given. The child's score depends on the absolute number of definitions and the number of different categories into which these definitions can be put.

ACTIVITY: Finishing Fables

PROCESS: Select four little-known and short fables. Omit the last line. Ask the children to supply three different endings for each fable.

1. A moralistic fable
2. A humorous fable
3. A sad fable

ACTIVITY: Publish a Class Newspaper - Keep a Class Diary. Include field trips, election of officers, and outstanding events.

ACTIVITY: Discuss the difference between a complete story and a paragraph. Use examples in books to establish this difference. Mimeograph some sentences that could be combined in a paragraph.

Example: List six sentences, write a paragraph developing one of the sentences. You may place the sentence anywhere in the paragraph that you choose.

1. I knew that the creaking noise was not just the wind.
2. Tom thought that his homemade rocket would go only a foot or so, not into the next county.
3. The rumble in the distance kept me from concentrating.
4. We had gathered in Bob's treehouse.
5. The wake caught me, my foot slipped loose, and the next thing I knew, my mouth was full of water.
6. There was absolute silence from the 10,000 people gathered at the speedway.

ACTIVITY: Creating Captions for Cartoons

MATERIALS: Cartoons without captions, pencils

PROCESS: Give child a cartoon without caption. Write a conversation that fits the situation. Also essays, stories, poems and jingles may be used.

ACTIVITY: Writing creative stories from "Artist Model Hand" placed in unusual position.

MATERIAL: Model hand -- Hallowe'en model may be used instead of artist model.

ACTIVITY: Make and illustrate picture book for some small child.

ACTIVITY: Have children write a sequel to a story.

ACTIVITY: Rewrite a story which you have heard or read.

ACTIVITY: Write and file short book reports for class reference.

ACTIVITY: Write a parody on some poem or story read.

ACTIVITY: Write words for class song, class poem, class history.

ACTIVITY: Write stories to interpret musical selections.

ACTIVITY: Write dramatizations of historical stories and events.

ACTIVITY: Write book riddles and book teasers.

ACTIVITY: Plan an educational TV program that you would like to see televised.

ACTIVITY: Write prayers which may be used on special occasions.

ACTIVITY: Write original tall tales.

ACTIVITY: Collect and write ballads.

ACTIVITY: Label and prepare exhibits.

ACTIVITY: Write all kinds of letters:

1. Cheer-up
2. Condolence
3. Congratulations
4. Invitations
5. Letters accepting or declining invitations
6. Bread-and-butter letter
7. "Pen pal" letter
8. Business letters - application, order or request, complaint

ACTIVITY: Write advertisements for class or school activities.

ACTIVITY: Write a group poem as a culmination for a unit for assembly use.

ACTIVITY: Write, direct, and present skits and plays depicting specific incidents in lives of famous people or events in history.

ACTIVITY: Make a time-table of historical events that have happened during the child's life time.

ACTIVITY: Make an imaginary field trip to our nearest neighbor, the moon.

ACTIVITY: Write a character sketch on James Madison, Thomas Jefferson, Benjamin Franklin, etc. Display pictures of each. Write out news items that might have been printed in the papers Johnny Tremaine delivered.

ACTIVITY: Write another ending for a story.

ACTIVITY: List characters in a story and give a lone word description of each.

ACTIVITY: Write an original story from a picture.

ACTIVITY: Write titles for pictures, and perhaps enlarge into stories.

Creative MATH

ACTIVITY: Make a cartoon poster to illustrate principle of changing fractions to higher or lower terms.

ACTIVITY: Fractions in Music - Determine fractional equivalents of whole, half, quarter, eighth, etc. notes. Compose measures using these fractional equivalents in varying time and rhythm combinations.

ACTIVITY; Develop skill in mental computation by having pupils work individually or with committees to find quick ways of estimating and taking short cuts to calculations.

MATERIAL: Use old sales slips, bank deposit slips, etc.

ACTIVITY: Make a model to demonstrate a formula for area or volume, e.g., triangle or parallelogram.

ACTIVITY: Make models of plane and solid figures studied by the class (might be made into mobiles).

ACTIVITY: Devise proofs of the Pythagorean theorem using cut-outs, drawings, or other devices.

ACTIVITY: Hidden Shapes.
Ask the child to find a given geometric form (triangle, rectangle, spiral hexagon, trapezoid) hidden in more complex geometric forms or patterns.

ACTIVITY: Make Up Problems
Present the child with a large supermarket advertisement on food specials. Ask him to make up all of the mathematical problems he can think of that might be solved with the information supplied in the advertisement. The score will depend on the number, the appropriateness and originality of his problems.

ACTIVITY: Make original counting system illustration.

ACTIVITY: Projects Concerning Consumer Education

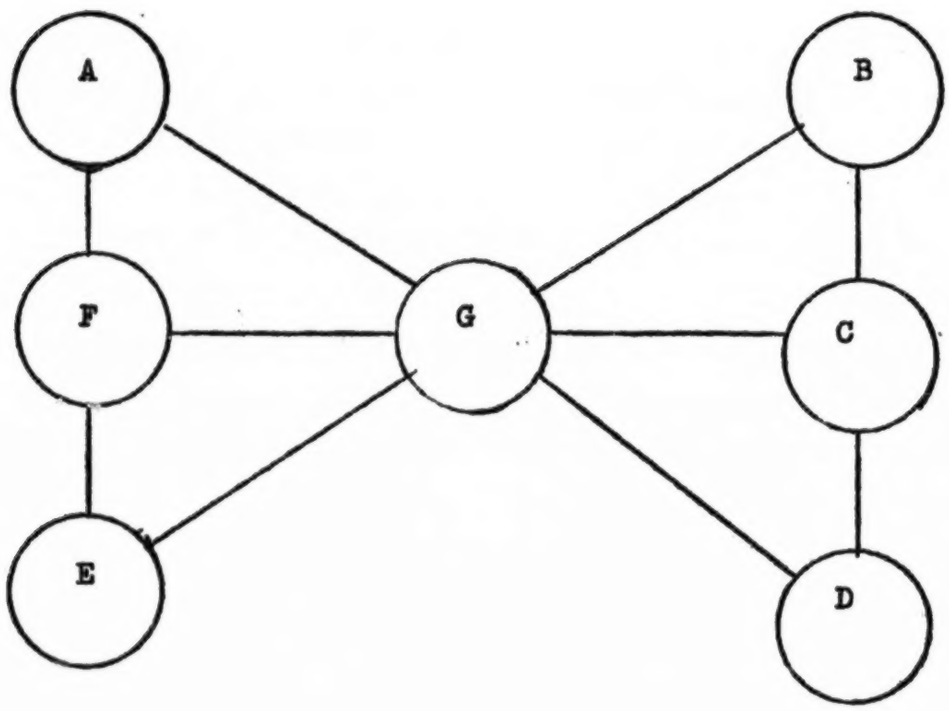
1. Calculate comparative costs of cash payment versus credit buying.
2. Calculate the profits in the school store.
3. Study mathematical implications of the utilities--water, gas, and telephone.
4. Keep a record of the family budget for one month.
5. Keep a record of family buying at special sales versus regular purchases, and calculate economies.
6. Calculate the desirability of buying durable toys versus buying cheaper toys.

7. Calculate the cost of maintaining various conveniences for given periods of time; cost of electricity for the refrigerator for one month; cost of burning various lights; cost of gas for the gas range.

8. Figure the annual per pupil cost of attending school in the local community.

9. Find out the policies various companies have for calculating the cost of utilities to the consumer.

ACTIVITY: You are working with the numbers 1 through 7. Use number once.



Arrange the numbers in the seven circles so that the sum of:

A plus F plus E = 12
B plus C plus D = 12
C plus G plus F = 12
E plus G plus B = 12
B plus G plus A = 12

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